





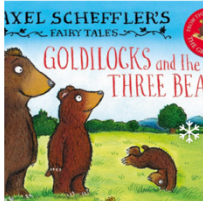
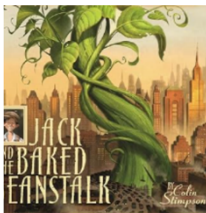
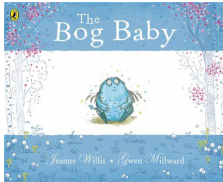
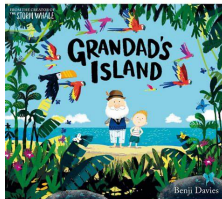
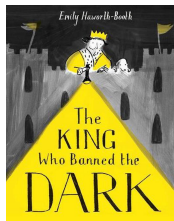
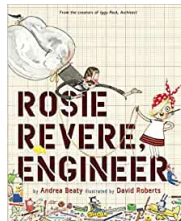




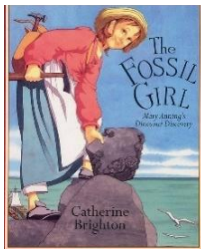

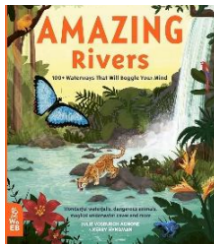

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b> <b>Supporting scheme:</b> <b>Read to Write</b>	<ul style="list-style-type: none"> <li>- The Something</li> <li>*Key texts around transition included at this time</li> </ul> 	<ul style="list-style-type: none"> <li>- Little Red</li> <li>- Little Red Riding Hood (compare versions)</li> <li>- Jack and the Beanstalk</li> </ul> 	<ul style="list-style-type: none"> <li>- Star in the Jar</li> <li>- Aliens Love Underpants</li> <li>- How to catch a star</li> <li>- We are here</li> <li>- The way back home</li> </ul> 	<ul style="list-style-type: none"> <li>- Juniper Jupiter</li> <li>- Supertato</li> <li>- Superworm</li> <li>- A superhero like you</li> </ul> 	<ul style="list-style-type: none"> <li>- The Extraordinary Gardener</li> <li>- Oliver's Vegetables</li> <li>- A range of non-fiction texts</li> </ul> 	<ul style="list-style-type: none"> <li>- The Storm Whale</li> <li>- Sunk</li> </ul> 
<b>Writing Outcome &amp; Writing Purpose</b>	<b>Narrative - A Losing Story</b>	<b>Narrative - A Finding Story</b>	<b>Description –</b> Designing underpants <b>Instructions –</b> How to catch a star <b>Information–</b> Poster to find a lost star	<b>Poster –</b> Sidekick search Description – Design a Superhero <b>Narrative –</b> A Superhero Story	<b>Instructions- How to grow a garden plant/ vegetable</b>	<b>Narrative - A friendship story</b>
	-Forming letters -Beginning to hear and write initial sounds	-Forming letters Beginning to hear and write initial sounds -Beginning to hear sounds in simple VC and CVC words.	-Hearing and writing CVC words -Beginning to write 1- 3 words phrases/captions.	-Writing short phrases/captions - Beginning to apply digraphs into word writing	-Writing short phrases/captions - Applying digraphs into word writing - Beginning to write short sentences independently.	-Write recognisable letters, most correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others.

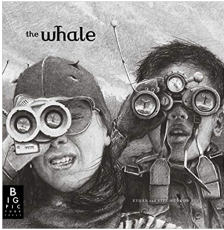
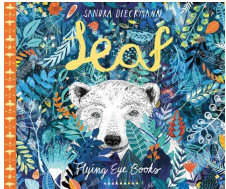




<b>Grammar: word, sentence, text and punctuation</b>	Regular plural noun suffixes –s or –es Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives How words can combine to make sentences Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I					
<b>Writing Terminology for pupils</b>	<b>letter, capital letter word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</b>					
<b>Little Wandle Reading sessions 3 x per week (min) with decodable books</b>						
<b>Year 1 Read to Write</b>	<b>Rapunzel</b> 	<b>Old Bear</b> 	<b>Hermelin</b> 	<b>The Secret of Black Rock</b> 	<b>The Last Wolf</b> 	<b>The Last Trees in the City</b> 
<b>Writing Outcome &amp; Writing Purpose</b>	<b>Narrative</b> -A Traditional Tale <b>Purpose</b> - To narrate	<b>Narrative:</b> Finding Narrative <b>Purpose:</b> To retell a story	<b>Narrative</b> - A Detective Story <b>Purpose</b> - To narrate	<b>Narrative</b> - A Return Story <b>Purpose</b> - To narrate	<b>Narrative</b> -A Hunting Story <b>Purpose</b> - To narrate	<b>Narrative</b> - Environment story <b>Purpose</b> - To narrate
	<b>Instructions</b> - How to Catch a Witch <b>Purpose</b> - To instruct	<b>Recount:</b> Messages <b>Purpose:</b> To inform and explain events that have happened	<b>Recount</b> - Letters <b>Purpose</b> - To recount	<b>Information</b> - Wild Things <b>Purpose</b> - To inform	<b>Recount</b> - Postcards <b>Purpose</b> - To recount	<b>Instructions</b> - Recipes <b>Purpose</b> - To instruct
<b>Grammar: word, sentence, text and punctuation</b>	Reinforce plural noun suffix -s -es Suffix added to verbs - er.  Combining words to make sentences. Joining words and clauses using-and.  Sequencing sentences to form short narratives.  Separation of words with spaces.		Suffix added to verbs – ing ed er  Combining words to make sentences Joining words and clauses using-and, because, so, but.  Sequencing sentences to form short narratives.  Separation of words with spaces Capital letters		Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning of verbs and adjectives.  Combining words to make sentences. Joining words and clauses using-and, because, so, but. Sequencing sentences to form short narratives.	

	Capital letters Full Stops	Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I			
Writing Terminology for pupils	letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					
Little Wandle Reading sessions 3 x per week (min) with decodable books						
Year 2 Read to Write	<b>Goldilocks and the Three Bears</b> 	<b>Jack and the Baked Beanstalk</b> 	<b>The Bog Baby</b> 	<b>Grandad's Island</b> 	<b>The King who Banned the Dark</b> 	<b>Rosie Revere Engineer</b> 
Writing Outcome & Writing Purpose	<b>Narrative</b> – Alternative Narrative	<b>Narrative</b> - Twisted Tale	<b>Narrative</b> - Finding Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Return Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Mistake Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Invention Narrative <b>Purpose</b> - To narrate
	<b>Letter</b> – Wanted Poster and Apology <b>Purpose</b> - To inform	<b>Recount</b> – Diary entry about Nativity	<b>Instruction</b> - How to build a habitat <b>Purpose</b> - To instruct	<b>Information</b> - Jungle Animals <b>Purpose</b> - To inform	<b>Information</b> - How to be a regal leader <b>Purpose</b> - To inform	<b>Explanation</b> - How a machine works <b>Purpose</b> - To explain
Grammar: word, sentence, text and punctuation	Use of the Suffixes –er & –est in adjectives  Subordination (using when, if, that, because) Coordination (or, and, but) Sentence indicates its function as a statement and question. Expanded Noun Phrases for description and specification  Use of capital letters, full stops and question marks to demarcate sentences		Formation of nouns using suffixes e.g. –ness, – er and by compounding Formation of adjectives using suffixes e.g. –ful, –less  Use of the suffix –ly to turn adjectives into adverbs  Expanded noun phrases for description and specification Subordination (using when, if, that, because)		Formation of nouns using suffixes e.g. –ness, – er and by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs  Subordination (using when, if, that, because) Coordination (or, and, but) Sentence indicates its function as a statement, question, command	

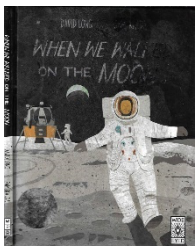


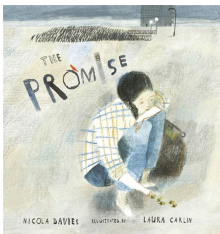
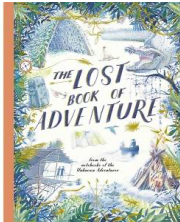
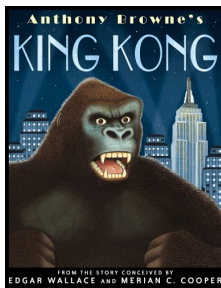
	Use apostrophes to mark singular possession in nouns	Coordination (or, and, but) How the grammatical pattern in a sentence indicates its function as question, exclamation and statement.  Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list			and exclamation. Expanded Noun Phrases for description and specification  Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs  Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns Commas to separate items in a list.	
Writing Terminology for pupils	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					
Steps to Read	(Geography: UK - Rivers and Seas)	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things/ Habitats/ Plants	Reading Breadth - Traditional Tales and Poetry - Contemporary	History - Events beyond Living Memory: Great Fire of London	Reading Breadth: Stories, Plays & Poetry - Contemporary
Guided Reading and Lexia						
Comprehension Skills and Strategies	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently  Demonstrating familiarity with and retelling a wide range of stories, fairy stories and traditional tales Discussing their favourite words and phrases using some of them in their writing  Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  Build on phonics subject skills and knowledge Connect prior knowledge with context  Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families Locate and discuss words and pre-taught vocabulary to find out what the text is about Connect prior knowledge to context  1a draw on knowledge of vocabulary to understand texts 1d make inferences from the text					
Reading Terminology for pupils	grapheme, phoneme, syllable, sequence, structure, predict, discuss, question					



<div>Year 3</div> <div>Pathways to Write</div> <div>(EEF Literacy Trial)</div>	<div>Coming to England</div> <div></div>	<div>Winter's Child</div> <div></div>	<div>The Fossil Girl</div> <div></div>	<div>The Silence Seeker</div> <div></div>	<div>Amazing Rivers</div> <div></div>	<div>A Stage Full of Shakespeare Stories</div> <div></div>
<div>Writing Outcome &amp; Writing Purpose</div>	<div>To narrate and describe To write a letter from Floella to her Grandmother telling her about settling into life in the UK.</div>	<div>To narrate and describe To write a fantasy story based on a fable</div>	<div>To write a fossil diary</div>	<div>Rewrite the story in third person with dialogue</div>	<div>Write an information board to persuade people</div>	<div>Non-fiction: write a guide</div>
<div>Grammar: word, sentence, text and punctuation</div>	<div>Use punctuation at Y2 standard correctly (full stops, capital letters – including or proper nouns, exclamation marks, question marks)</div> <div>Use co-ordination (and, but) to join clauses</div> <div>Write sentences with different forms: use of statements, exclamations, questions and commands</div> <div>Use subordination (when, because) to join clauses</div> <div>Use present and past tenses consistently and correctly</div>	<div>Use commas to separate items in a list</div> <div>Use prepositions to express place</div> <div>Use expanded noun phrases to add description and detail</div> <div>Use progressive forms of verbs</div> <div>Use apostrophes for contraction and singular noun possession</div> <div>Use adverbs to express time and place</div> <div>Group related ideas into paragraphs – non-fiction</div> <div>Use pronouns to extend and link sentences</div>	<div>Use inverted commas to punctuate direct speech</div> <div>Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because)</div> <div>Group related idea into paragraphs - fiction</div> <div>Pupils should also use the full range of punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</div>			
<div>Writing Terminology for Pupils</div>	<div>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas, singular noun possession, apostrophes for contraction and possession</div>					

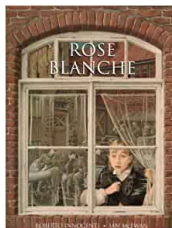




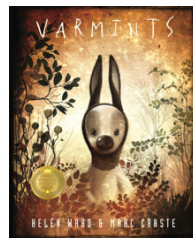
Steps to Read	Science - Forces and Magnets/ Rocks	Reading Breadth: Stories and Poetry - Different forms	Geography - Mountains and Rivers	Reading Breadth: Fairy Stories and Poetry - Different forms	History - Egyptians	Reading Breadth: Stories and Plays and Poetry - Different forms
<b>Comprehension Skills and Strategies</b>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Participate in discussion about both books that are read to them and those they can read for themselves</p> <p>Use dictionaries to check the meaning of many unknown words that they have read</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying many inferences with evidence</p> <p>Increase their familiarity with a wide range of books and retell some of these orally</p> <p>Building on phonics subject skills and knowledge</p> <p>Connect prior knowledge with context</p> <p>Locate and discuss words and pre taught vocabulary to find out what the text is about</p> <p>Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context</p> <p>Read a range of texts with increasing accuracy and fluency</p> <p>Develop fluent and enthusiasm for reading and read widely and frequently</p> <p><b>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text</b></p>					
<b>Reading Terminology for Pupils</b>	<b>root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present</b>					
<b>Year 4 Read to Write</b>	<b>The Whale</b> 	<b>Leaf</b> 	<b>Arthur and the Golden Rope</b> 	<b>The Lost Happy Endings</b> 	<b>The Journey</b> 	<b>Manfish</b> 
<b>Writing Outcome &amp; Writing Purpose</b>	<b>Narrative</b> - Setting Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Outsider Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Myth Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Twisted Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Refugee Narrative <b>Purpose</b> - To narrate	<b>Narrative</b> - Invention Narrative <b>Purpose</b> - To narrate

	<b>Recount</b> - Newspaper Report <b>Purpose</b> - To recount	<b>Information</b> - Polar Bears <b>Purpose</b> - To inform	<b>Information</b> - Defeating a Viking monster <b>Purpose</b> - To inform	<b>Persuasion</b> - Letter <b>Purpose</b> - To persuade	<b>Recount</b> - Diary <b>Purpose</b> - To recount	<b>Recount</b> - Jacques Cousteau Biography <b>Purpose</b> - To recount
<b>Grammar: word, sentence, text and punctuation</b>	Grammatical difference between plural and possessive -s.  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials.  Paragraphs to organise ideas around a theme.  Apostrophes for possession (plural nouns). Use commas after fronted adverbials.		Grammatical difference between plural and possessive -s.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Fronted adverbials.  Paragraphs to organise ideas around a theme.  Inverted commas and other punctuation to indicate direct speech. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.		Verb inflections (we were instead of we was).  Fronted adverbials.  Nouns or pronouns to aid cohesion and avoid repetition. Paragraphs to organise ideas around a theme.  Inverted commas and other punctuation to indicate direct speech. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.	
<b>Writing Terminology for pupils</b>	<b>Determiner, pronoun, possessive pronoun, adverbial</b>					
<b>Steps to Read</b>	<b>Science:</b> Living Things/ Habitats/ Animals	<b>Reading Breadth:</b> Stories and Poetry - Different forms	<b>History</b> - Vikings	<b>Reading Breadth:</b> Myths and Legends and Plays and Poetry - Different Forms	<b>Geography</b> - Europe	<b>Reading Breadth:</b> Stories and Plays and Poetry - Different forms
<b>Comprehension Skills and Strategies</b>	Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read a wide range of books that are structured in different ways and read for a range of purposes Begin to use more complex dictionaries to check the meaning of many unknown words that they have read Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying most inferences with evidence Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language Prepare poems and play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action  Recognise and read all Year 3&4 Word List words with automaticity Read texts, including those with few visual clues, increased independence and concentration					

	<p>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context</p> <p>With increased independence develop views about what is read</p> <p>Develop positive attitudes to reading and understanding of what is read</p> <p><b>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction</b></p>					
<b>Reading Terminology for Pupils</b>	<b>grapheme, phoneme, syllable, sequence, structure, predict, discuss, question</b>					
<b>Year 5 Read to Write</b>	<p><b>When We Walked on the Moon</b></p> 	<p><b>FaRThER</b></p> 	<p><b>The Hound of the Baskervilles</b></p> 	<p><b>The Promise</b></p> 	<p><b>The Lost Book of Adventure</b></p> 	<p><b>King Kong</b></p> 
<b>Writing Outcome &amp; Writing Purpose</b>	<p><b>Narrative</b> - Exploration Narrative</p> <p><b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Setting Narrative</p> <p><b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Cliffhanger Narrative</p> <p><b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Character Narrative</p> <p><b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Survival narrative</p> <p><b>Purpose</b> - To narrate</p>	<p><b>Narrative</b> - Dilemma Narrative</p> <p><b>Purpose</b> - To narrate</p>
	<p><b>Recount</b> - Formal Report</p> <p><b>Purpose</b> - To recount</p>	<p><b>Recount</b> - Letter</p> <p><b>Purpose</b> - To recount</p>	<p><b>Inform</b> - Formal Event Report</p> <p><b>Purpose</b> - To inform</p>	<p><b>Recount</b> - Newspaper Report</p> <p><b>Purpose</b> - To recount</p>	<p><b>Explanation</b> - Survival Guide</p> <p><b>Purpose</b> - To explain</p>	<p><b>Discussion</b> - Balanced Argument</p> <p><b>Purpose</b> - To discuss</p>
<b>Grammar: word, sentence, text and punctuation</b>	<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p> <p>Indicate degrees of possibility using modal verbs.</p>		<p>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p>		<p>Converting nouns or adjectives into verbs using suffixes</p> <p>Develop understanding and use of verb prefixes</p> <p>Expanded noun phrases to convey complicated information concisely</p>	

	Linking ideas across paragraphs, using adverbials.  Commas for parenthesis.  Dashes to mark boundaries between independent clauses		Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, e.g. the use of the passive form.  Linking ideas across paragraphs, using adverbials.  Use a range of devices to build cohesion, e.g. conjunctions.  Recap speech punctuation.  Brackets for parenthesis.		Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Indicate degrees of possibility using adverbs and modal verbs  Develop understanding in using devices to build cohesion within a paragraph  Use commas for clarity and to avoid ambiguity Indicate parenthesis using brackets  Inverted commas to indicate direct speech	
Writing Terminology for Pupils	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					
Steps to Read	Science: Space	Reading Breadth: Modern fiction and Poetry - Wider Range	Geography - North/ South America	Reading Breadth: Myths and Legends and Plays and Poetry - Different Forms	Geography - North & South America/ World	Reading Breadth: Other Cultures and Traditions and Poetry - Wider Range
Comprehension Skills and Strategies	Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books Recommend books that they have read to their peers, giving simple reasons for their choices Increase their familiarity with a wide range of books Learn a wider range of poetry by heart With occasional prompting, draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context Read extended texts independently for sustained periods Self-correction, including re-reading and reading ahead Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context Reading widely and frequently for pleasure and information					



	2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text					
Reading Terminology for Pupils	figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare					
Year 6	<div>Rose Blanche</div> <div></div>	<div>Beyond the Lines</div> <div></div>	<div>Macbeth</div> <div></div>	<div>The Highwayman</div> <div></div>	<div>Origin of the Species</div> <div></div>	<div>Varmints</div> <div></div>
Writing Outcome & Writing Purpose	<b>Recount - Diary Purpose</b> - To recount	<b>Narrative - Flashback Narrative Purpose</b> - To narrate	<b>Narrative - Tragedy Narrative Purpose</b> - To narrate	<b>Narrative- Suspense Narrative</b>	<b>Narrative – Discovery Narrative</b>	<b>Narrative - Environmental Change narrative Purpose</b> - To narrate
	<b>Recount</b> - Bravery Speech Award <b>Purpose</b> - To recount and inform (hybrid)	<b>Instructions- How to Steal Christmas Purpose</b> - To instruct	<b>Explanation – Shakespeare biography Purpose</b> - To explain	<b>Recount – Eyewitness account/ Newspaper narrate</b>	<b>Explanation text – Animal Adaptation</b>	
Grammar: word, sentence, text and punctuation	Understand how words are related by meaning as synonyms and antonyms.  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing  The difference between structures typical of informal speech and structures appropriate to formal.  Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis		Understand how words are related by meaning as synonyms and antonyms.  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.  The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing Wish – if I were...		Understand how words are related by meaning as synonyms and antonyms.  The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices.  The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech.	

	Use headings, sub-headings, columns and captions to structure information.  Use dashes, brackets and semicolons to punctuate sentences precisely to enhance meaning  Use the range of punctuation taught at KS2 (Speech punctuation).		Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns.  Use the semicolon as the boundary between independent clauses.  Hyphens are used to clarify meaning and avoid ambiguity.		Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials.  Colons to introduce a list and semi-colons for more elaborate lists.  Use commas, brackets and dashes for parenthesis.  Semicolon to separate two main clauses.	
Writing Terminology for Pupils	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
Steps to Read/ Reading Comprehension	History: War	Reading Breadth: Modern fiction and Poetry - Wider Range	Reading Breadth: Literary Heritage and Plays and Poetry	Reading comprehension skills lessons using a wide variety of text extracts	Science - Evolution & Inheritance	Reading Breadth: Traditional Tales and Poetry - Wider Range
Comprehension Skills and Strategies	Reading and discussing a range of fiction, poetry, plays, non-fiction and reference books or text books Recommending books that they have read to their peers, giving simple reasons for their choices Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence Increasing their familiarity with a wide range of books Learning a wider range of poetry by heart Recognise and read all Year 5&6 Word List words with automaticity Make meaning from words and sentences, including knowledge of phonics, word roots, word families, Make meaning from text organisation Make meaning by drawing on prior knowledge Read increasingly complex texts independently for sustained periods Find the main idea of a paragraph and text  2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text					
Reading Terminology for Pupils	figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare					